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| **2017 Annual Report tothe School Community** |

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| School Name: Kunyung Primary School |

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| *Please note: Completed reports are to be uploaded to the* [*Strategic Planning Online Tool (SPOT)*](https://apps.edustar.vic.edu.au/spot) *for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.* |

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| **About Our School** |

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| School Context |

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| [Drafting notes - Please refer to the [2017\_Annual\_Report\_Guidelines](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolImprovementCycle/Guidelines%20for%20the%202016%20Annual%20Report%20to%20the%20School%20Community.docx) for information on how to complete the 'About Our School' section.A reminder that schools are also required to complete the ‘Financial performance and position commentary’ on the last page of this Report. Please refer to the 2017 Annual Report Guidelines for information on how to complete this section.]  |

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| Framework for Improving Student Outcomes (FISO)  |

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| For more detailed information regarding our school please visit our website at[enter web address here] |

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| **Performance Summary** |

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| The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.Members of the community can contact the school for an accessible version of these data tables if required. |

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| **School Profile** |

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| Enrolment ProfileA total of 694 students were enrolled at this school in 2017, 335 female and 359 male.2 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| **Performance Summary** |

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| School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as ‘High’. Middle 50 percent, is ‘Medium’. Bottom 25 percent, is ‘Low’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**School Comparison**A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.Average 2017 attendance rate by year level: |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| How to read the Annual Report |

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| The School Comparisonshows that most schools are achieving results that are **‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **What does ‘*Data not available’* mean?**Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.New schools have only the latest year of data and no comparative data from previous years.The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate. |

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| **What is the *Victorian Curriculum*?**The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.‘Levels A to D’ may be used for students with a disability or students who may have additional learning needs.‘Levels A to D’ are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’). |

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| **What does the *About Our School* section refer to?**The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.                                         The ‘School Context’ describes the school’s vision, values and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics and special programs.The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them. |

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| **What does the *Performance Summary* section of this report refer to?**The Performance Summary reports on data in three key areas:**Achievement** - student achievements in:- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)- English and Mathematics for teacher judgements against the curriculum- all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)**Engagement** - student attendance and engagement at school- how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)**Wellbeing** - Attitudes to School Survey (ATOSS)- Sense of connectedness- Management of BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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| **What does *School Comparison* referto?**TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. |

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| --- |
| **Financial Performance and Position** |

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| --- |
| **Financial performance and position commentary** |

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| *[Please refer to the* [*2017 Annual Report Guidelines*](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SchoolImprovementCycle/Guidelines%20for%20the%202016%20Annual%20Report%20to%20the%20School%20Community.docx) *for information on how to complete the ‘Financial Performance and Position Commentary’ section]* |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2017 |

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| Financial Position as at 31 December, 2017 |

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| **Revenue** |

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| --- |
| **Actual** |

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| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $266,284 |
| Official Account | $67,313 |
| Other Accounts | $308,019 |
| **Total Funds Available** | **$641,617** |

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| Student Resource Package |

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| $4,570,685 |

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| --- | --- |
| Government Provided DET Grants | $571,782 |
| Government Grants Commonwealth | $17,488 |
| Revenue Other | $12,955 |
| Locally Raised Funds | $522,318 |

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| **Total Operating Revenue** |

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| **$5,695,227** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $15,847 |

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| **Equity Total** |

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| **$15,847** |

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| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $80,000 |
| Asset/Equipment Replacement < 12 months | $14,000 |
| Capital - Buildings/Grounds incl SMS<12 months | $230,000 |
| Maintenance - Buildings/Grounds incl SMS<12 months | $90,291 |
| Beneficiary/Memorial Accounts | $4,928 |
| Cooperative Bank Account | $204,429 |
| Revenue Receipted in Advance | $2,089 |
| School Based Programs | $14,880 |
| Maintenance -Buildings/Grounds incl SMS>12 months | $1,000 |
| **Total Financial Commitments** | **$641,617** |

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| Student Resource Package² |

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| $4,464,161 |

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| --- | --- |
| Books & Publications | $2,855 |
| Communication Costs | $8,574 |
| Consumables | $153,598 |
| Miscellaneous Expense³ | $222,246 |
| Professional Development | $29,057 |
| Property and Equipment Services | $202,852 |
| Salaries & Allowances⁴ | $283,577 |
| Trading & Fundraising | $69,408 |
| Travel & Subsistence | $58 |
| Utilities | $41,162 |
| Adjustments | ($4,630) |

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| **Total Operating Expenditure** |

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| **$5,472,920** |

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| **Net Operating Surplus/-Deficit** |

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| **$222,307** |

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| **Asset Acquisitions** |

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| **$0** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.(4) Salaries and Allowances refers to school-level payroll. |

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| *All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.* |

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